



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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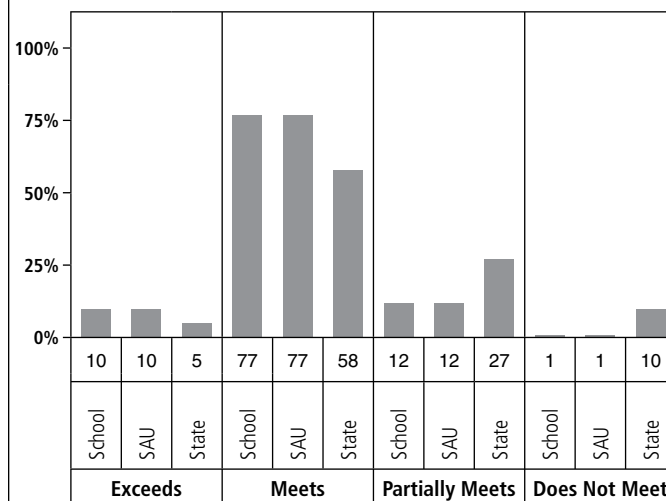
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

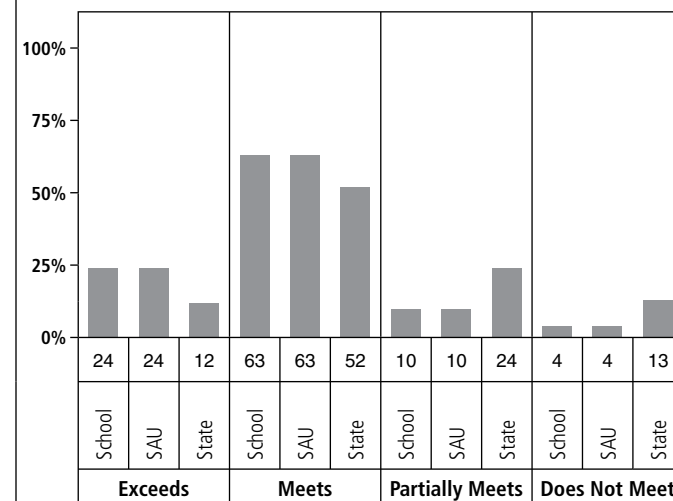
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	549	549	544
2006–2007	549	549	544
2007–2008	551	551	545
Cum. Avg. *	550	550	544
Mathematics			
2005–2006	552	552	543
2006–2007	554	554	546
2007–2008	555	555	546
Cum. Avg. *	554	554	545
ELA – Writing			
2005–2006			
2006–2007	544	544	541
2007–2008	541	541	538
Cum. Avg. *			

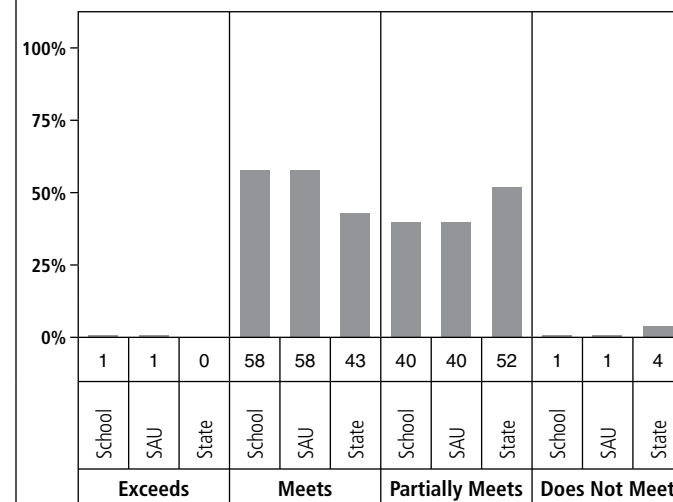
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	139	100	139	100	14240	100	139	100	139	100	14157	100	139	100	139	100	14156	100					137	99
Ethnicity African American/Black	2	1	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99					2	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	4	3	4	3	201	1	4	100	4	100	199	99	4	100	4	100	199	99					3	75
Hispanic	2	1	2	1	178	1	2	100	2	100	170	97	2	100	2	100	174	99					2	100
Caucasian/White	131	94	131	94	13339	94	131	100	131	100	13274	100	131	100	131	100	13267	100					130	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	14	10	14	10	2555	18	14	100	14	100	2528	99	14	100	14	100	2526	99					13	93
Current LEP	3	2	3	2	337	2	3	100	3	100	328	97	3	100	3	100	334	99					3	100
Economically disadvantaged	14	10	14	10	5574	39	14	100	14	100	5528	99	14	100	14	100	5531	99					14	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	128	92	128	92	11042	78	128	92	128	92	11006	77							126	91	126	91	11127	78
Identified disability (PET/IEP)	3	2	3	2	396	4	3	2	3	2	404	4							2	2	2	2	447	4
LEP	3	2	3	2	144	1	3	2	3	2	141	1							3	2	3	2	147	1
504 plan	2	2	2	2	134	1	2	2	2	2	133	1							2	2	2	2	136	1
Participation with accommodations	8	6	8	6	2974	21	8	6	8	6	3014	21							8	6	8	6	2845	20
Identified disability (PET/IEP)	8	100	8	100	1996	67	8	100	8	100	1986	66							8	100	8	100	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	3	2	3	2	136	1	3	2	3	2	136	1							3	2	3	2	135	1
Identified disability (PET/IEP)	3	100	3	100	136	100	3	100	3	100	136	100							3	100	3	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							2	1	2	1	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	10	7	10	7	721	5
	2006-2007	9	7	9	7	702	5
	2007-2008	14	10	14	10	659	5
	Cum. Total*	33	8	33	8	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	96	69	96	69	7571	53
	2006-2007	103	76	103	76	7730	55
	2007-2008	105	77	105	77	8195	58
	Cum. Total*	304	74	304	74	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	25	18	25	18	4343	30
	2006-2007	19	14	19	14	4182	30
	2007-2008	16	12	16	12	3800	27
	Cum. Total*	60	15	60	15	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	8	6	8	6	1628	11
	2006-2007	5	4	5	4	1419	10
	2007-2008	1	1	1	1	1362	10
	Cum. Total*	14	3	14	3	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	34.1	71.0	34.1	71.0	29.2	60.8
Literary Text	24	50	17.1	71.3	17.1	71.3	15.0	62.5
Informational Text	24	50	17.1	71.3	17.1	71.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	14	10	105	77	16	12	1	1	551	136	10	77	12	1	551	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	4										4						197	5	64	23	8	546
Hispanic	2										2						167	2	47	37	14	542
Caucasian/White	128	14	11	103	80	11	9	0	0	552	128	11	80	9	0	552	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	6	55	4	36	1	9	540	11	0	55	36	9	540	2392	0	26	42	31	536
No	125	14	11	99	79	12	10	0	0	552	125	11	79	10	0	552	11624	6	65	24	5	547
Current LEP																						
Yes	3										3						319	1	36	34	29	537
No	133	14	11	104	78	14	11	1	1	551	133	11	78	11	1	551	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	12	1	8	7	58	4	33	0	0	546	12	8	58	33	0	546	5454	2	48	35	15	541
No	124	13	10	98	79	12	10	1	1	551	124	10	79	10	1	551	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	136	14	10	105	77	16	12	1	1	551	136	10	77	12	1	551	14011	5	58	27	10	545
Gender																						
Female	64	12	19	43	67	8	13	1	2	553	64	19	67	13	2	553	6766	7	62	24	8	546
Male	72	2	3	62	86	8	11	0	0	550	72	3	86	11	0	550	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	136	14	10	105	77	16	12	1	1	551	136	10	77	12	1	551	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	136	14	10	105	77	16	12	1	1	551	136	10	77	12	1	551	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	548	1	0	100	0	0	548	5	2	42	34	22	540
B. less than one hour	58	9	12	58	74	10	13	1	1	551	58	12	74	13	1	551	66	5	60	27	9	545
C. one to two hours	40	5	9	44	81	5	9	0	0	552	40	9	81	9	0	552	26	5	61	26	8	546
D. more than two hours	1	0	0	1	50	1	50	0	0	539	1	0	50	50	0	539	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	2	6	28	85	2	6	1	3	551	24	6	85	6	3	551	31	7	63	23	7	547
B. They match some of what I have learned.	66	11	12	67	75	11	12	0	0	552	66	12	75	12	0	552	55	4	61	27	8	545
C. They match just a little of what I have learned.	8	1	9	7	64	3	27	0	0	546	8	9	64	27	0	546	11	2	42	37	19	540
D. There is no match.	1	0	0	2	100	0	0	0	0	550	1	0	100	0	0	550	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	9	18	41	80	1	2	0	0	554	38	18	80	2	0	554	30	10	68	16	6	549
B. good	53	5	7	53	74	13	18	1	1	549	53	7	74	18	1	549	53	3	59	29	9	544
C. fair	8	0	0	9	82	2	18	0	0	548	8	0	82	18	0	548	15	1	41	40	18	539
D. poor	1	0	0	1	100	0	0	0	0	558	1	0	100	0	0	558	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	18	3	13	15	63	5	21	1	4	548	18	13	63	21	4	548	17	3	45	32	19	541
B. about the same as my regular schoolwork	68	6	7	77	85	8	9	0	0	551	68	7	85	9	0	551	67	5	62	26	7	546
C. easier than my regular schoolwork	14	5	26	12	63	2	11	0	0	553	14	26	63	11	0	553	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	3	19	9	56	3	19	1	6	549	12	19	56	19	6	549	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	5	7	53	79	9	13	0	0	551	50	7	79	13	0	551	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	39	6	12	42	81	4	8	0	0	552	39	12	81	8	0	552	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	17	3	13	17	74	2	9	1	4	552	17	13	74	9	4	552	18	8	64	20	8	547
B. 20 minutes to an hour	77	10	10	83	80	11	11	0	0	551	77	10	80	11	0	551	56	5	62	25	7	546
C. less than 20 minutes	6	1	13	4	50	3	38	0	0	546	6	13	50	38	0	546	12	2	50	32	15	542
D. I rarely read at home.	0										0						13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	1	3	24	73	7	21	1	3	548	25	3	73	21	3	548	26	3	51	32	14	542
B. six to ten pages	37	5	10	37	76	7	14	0	0	551	37	10	76	14	0	551	28	3	59	28	9	544
C. eleven or more pages	38	7	14	41	82	2	4	0	0	553	38	14	82	4	0	553	47	7	63	23	7	546
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	552	100	0	100	0	0	552						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	35	25	35	25	1415	10
	2006-2007	41	30	41	30	1711	12
	2007-2008	32	24	32	24	1617	12
	Cum. Total*	108	26	108	26	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	66	47	66	47	6503	45
	2006-2007	68	50	68	50	6778	48
	2007-2008	85	63	85	63	7284	52
	Cum. Total*	219	53	219	53	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	27	19	26	19	3945	28
	2006-2007	20	15	20	15	3884	28
	2007-2008	13	10	13	10	3341	24
	Cum. Total*	60	15	59	14	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	11	8	12	9	2434	17
	2006-2007	7	5	7	5	1683	12
	2007-2008	6	4	6	4	1778	13
	Cum. Total*	24	6	25	6	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.9	72.7	10.9	72.7	9.0	60.0
Cluster 2: Shape and Size	14	29	9.5	67.9	9.5	67.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	9.9	70.7	9.9	70.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	32	24	85	63	13	10	6	4	555	136	24	63	10	4	555	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	4										4						198	16	59	15	11	549
Hispanic	2										2						173	5	45	30	20	541
Caucasian/White	128	31	24	82	64	12	9	3	2	555	128	24	64	9	2	555	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	1	9	5	45	535	11	0	45	9	45	535	2390	2	29	34	35	534
No	125	32	26	80	64	12	10	1	1	556	125	26	64	10	1	556	11630	13	57	22	8	548
Current LEP																						
Yes	3										3						330	4	36	27	33	536
No	133	32	24	83	62	13	10	5	4	555	133	24	62	10	4	555	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	12	1	8	8	67	2	17	1	8	548	12	8	67	17	8	548	5461	5	46	30	19	541
No	124	31	25	77	62	11	9	5	4	555	124	25	62	9	4	555	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	136	32	24	85	63	13	10	6	4	555	136	24	63	10	4	555	14015	12	52	24	13	546
Gender																						
Female	64	18	28	36	56	6	9	4	6	555	64	28	56	9	6	555	6767	11	51	24	13	546
Male	72	14	19	49	68	7	10	2	3	555	72	19	68	10	3	555	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	136	32	24	85	63	13	10	6	4	555	136	24	63	10	4	555	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	136	32	24	85	63	13	10	6	4	555	136	24	63	10	4	555	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	500	1	0	0	0	100	500	5	6	39	29	25	539
B. less than one hour	58	19	24	46	59	9	12	4	5	555	58	24	59	12	5	555	66	12	52	24	12	546
C. one to two hours	40	13	24	36	67	4	7	1	2	555	40	24	67	7	2	555	26	12	55	23	11	547
D. more than two hours	1	0	0	2	100	0	0	0	0	551	1	0	100	0	0	551	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	14	31	28	62	2	4	1	2	558	33	31	62	4	2	558	38	16	56	19	8	549
B. They match some of what I have learned.	50	14	21	46	68	7	10	1	1	555	50	21	68	10	1	555	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	3	17	7	39	4	22	4	22	544	13	17	39	22	22	544	10	6	37	32	24	539
D. There is no match.	3	1	25	3	75	0	0	0	0	556	3	25	75	0	0	556	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	19	40	25	52	2	4	2	4	560	36	40	52	4	4	560	31	24	54	14	8	552
B. good	50	12	18	47	70	7	10	1	1	554	50	18	70	10	1	554	47	8	55	25	12	545
C. fair	15	1	5	12	60	4	20	3	15	543	15	5	60	20	15	543	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	4	14	15	52	4	14	6	21	545	21	14	52	14	21	545	18	5	42	30	22	540
B. about the same as my regular schoolwork	57	17	22	53	69	7	9	0	0	556	57	22	69	9	0	556	66	11	55	23	11	547
C. easier than my regular schoolwork	21	11	38	16	55	2	7	0	0	561	21	38	55	7	0	561	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	8	31	16	62	0	0	2	8	555	19	31	62	0	8	555	21	10	48	26	16	544
B. two or three days a week	56	17	23	45	60	10	13	3	4	555	56	23	60	13	4	555	36	13	54	23	10	547
C. two or three times each month	19	6	23	16	62	3	12	1	4	555	19	23	62	12	4	555	27	12	54	23	11	547
D. never or almost never	6	1	13	7	88	0	0	0	0	552	6	13	88	0	0	552	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	50	0	0	1	50	538	1	0	50	0	50	538	7	12	44	25	19	543
B. two or three days a week	35	16	34	27	57	3	6	1	2	556	35	34	57	6	2	556	30	13	53	23	11	547
C. two or three times each month	48	14	22	38	59	8	13	4	6	554	48	22	59	13	6	554	34	12	54	23	10	547
D. never or almost never	16	2	10	17	81	2	10	0	0	554	16	10	81	10	0	554	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	17	3	50	0	0	2	33	543	4	17	50	0	33	543	7	7	40	25	28	539
B. 30–45 minutes	61	18	22	52	63	10	12	3	4	554	61	22	63	12	4	554	31	7	49	29	15	543
C. 45–60 minutes	31	12	29	28	67	2	5	0	0	559	31	29	67	5	0	559	40	12	55	23	10	547
D. more than 60 minutes	3	1	25	1	25	1	25	1	25	543	3	25	25	25	25	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	550	100	0	100	0	0	550						
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 1	2 1	3 1	2 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	95 78	70 58	95 78	70 58	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	34 54	25 40	34 54	25 40	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	4 1	3 1	4 1	3 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.6	58.0	11.6	58.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.6	70.0	5.6	70.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	134	1	1	78	58	54	40	1	1	541	134	1	58	40	1	541	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	3										3						196	2	55	42	2	541
Hispanic	2										2						170	0	29	62	9	535
Caucasian/White	127	1	1	75	59	50	39	1	1	541	127	1	59	39	1	541	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	9	90	1	10	530	10	0	0	90	10	530	2372	0	12	72	16	529
No	124	1	1	78	63	45	36	0	0	542	124	1	63	36	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	3										3						319	0	30	58	12	533
No	131	1	1	78	60	51	39	1	1	541	131	1	60	39	1	541	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	12	0	0	7	58	5	42	0	0	541	12	0	58	42	0	541	5435	0	32	61	7	535
No	122	1	1	71	58	49	40	1	1	541	122	1	58	40	1	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	134	1	1	78	58	54	40	1	1	541	134	1	58	40	1	541	13967	0	43	52	4	538
Gender																						
Female	62	1	2	47	76	14	23	0	0	544	62	2	76	23	0	544	6750	1	55	43	2	540
Male	72	0	0	31	43	40	56	1	1	538	72	0	43	56	1	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	134	1	1	78	58	54	40	1	1	541	134	1	58	40	1	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	134	1	1	78	58	54	40	1	1	541	134	1	58	40	1	541	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	516	1	0	0	0	100	516	5	0	29	57	14	533
B. less than one hour	57	1	1	50	65	26	34	0	0	542	57	1	65	34	0	542	66	0	44	52	3	538
C. one to two hours	40	0	0	28	52	26	48	0	0	540	40	0	52	48	0	540	26	0	45	52	3	538
D. more than two hours	1	0	0	0	0	2	100	0	0	533	1	0	0	100	0	533	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	25	0	0	25	74	9	26	0	0	543	25	0	74	26	0	543	25	1	54	42	3	540
B. good	57	1	1	43	57	32	42	0	0	541	57	1	57	42	0	541	50	0	46	51	3	538
C. fair	15	0	0	9	45	11	55	0	0	538	15	0	45	55	0	538	22	0	29	65	6	535
D. poor	3	0	0	1	25	2	50	1	25	532	3	0	25	50	25	532	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	15	0	0	11	55	9	45	0	0	540	15	0	55	45	0	540	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	1	1	48	55	37	43	1	1	541	65	1	55	43	1	541	65	0	45	52	3	538
C. easier than my regular schoolwork	20	0	0	19	70	8	30	0	0	541	20	0	70	30	0	541	21	0	45	51	4	538
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	536	100	0	0	100	0	536						
B.	0										0											
C.	0										0											
D.	0										0											